

REORGANIZING

The Council of Chief State School Officers has agreed to try to play a more influential role in the soon-to-be-reorganized NCATE—the agency that accredits the education schools that train the majority of the nation's teachers.

See Page 5.

RESTRUCTURING

A group of prominent state business leaders has offered a plan to restructure Minnesota's schools, including a controversial proposal to allow juniors and seniors to choose the school they attend, perhaps under a voucher system.

See Page 8.

RESCINDING

The top auditor in the U.S. Education Department has objected to the transfer of \$3.6-million worth of government property to labs and centers under contract with the N.I.E. and is recommending the transfers be rescinded.

See Page 10.

EDUCATION WEEK

American Education's Newspaper of Record

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Bilingual Students Are Underserved, E.D. Report Says

Finds Too Few Teachers Are Adequately Trained

By Lynn Olson

WASHINGTON—The Education Department's new biennial report on bilingual education indicates that students with limited proficiency in English remain an underserved population and that many of the teachers who are trained to help them are, for some reason, not in programs utilizing those skills.

The report notes, however, that states are expanding their programs for limited-English-proficient (LEP) students.

Widespread Problem

Nearly 25 percent of all public-school teachers in the United States had students with limited proficiency in English in their classes in 1980-81, but only 3.2 percent of those teachers said they had the academic preparation or the language skills to instruct their LEP students, according to data from the Education Department's report, "The Condition of Bilingual Education in the Nation, 1984."

Continued on Page 11

Turlington Reasserts Goals for Florida In 10-Point Plan

By Anne Bridgman

Attempting to maintain the momentum of one of the nation's most ambitious education-reform efforts, Commissioner of Education Ralph D. Turlington of Florida has set forth 10 goals to be accomplished by 1989.

Mr. Turlington's announcement comes three-fifths of the way through the state's five-year plan to make Florida a "state of educational distinction" with educational achievement equal to that of the upper quartile of states by 1986.

His new plan, "Getting Ready for 1989," includes several of the first plan's recommendations and some of the elements passed by the legislature this year, and sets 1989 as the checkpoint for meeting the goals, a fact that has prompted the state's

Continued on Page 16

School Chiefs Endorse State-By-State Comparisons

Policy Reversal Followed Two Days of Heated Debate

By Thomas Toch

WILMINGTON, DEL.—In a sharp reversal of policy, the Council of Chief State School Officers last week called for regular comparisons of the educational performance of the states and urged that national achievement tests and other measurements on which to base such comparisons be developed.

After two days of unusually heated debate, the council also voted to take an active role in deciding what indicators should be used in comparing the states and agreed to establish a center to coordinate nationwide assessment activities.

See related story on page 5.

These were the key recommendations of a report approved by the council by a vote of 27 to 12 at its annual meeting here.

Before adopting the report, the council defeated, by a vote of 20 to 19, an amendment by Robert D. Benton, superintendent

of public instruction in Iowa, that would have tabled for a year the controversial section of the report calling for the creation of a national system of evaluation and state-by-state comparisons of the results of such assessments.

Instead, the chiefs voted to make the implementation of such testing and reporting contingent upon a plan to be considered by the council a year from now. Under the plan approved by the council, state participation would be voluntary.

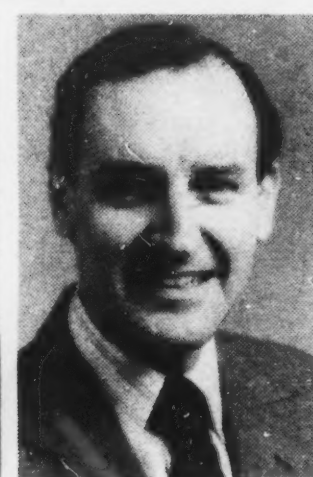
"This is a very, very different direction for the chiefs," said Gordon M. Ambach, commissioner of education in New York and president of the council. "They have endorsed the idea of joining together to decide on and then design ways to evaluate the nation's schools. It's never happened before."

"Two years ago, anyone making such a proposition would have been run out of the room," said Verne A. Duncan, superintendent of public instruction in Oregon.

The report was developed in recent



Bill Honig



Gordon Ambach

months by a committee of the council in cooperation with a number of testing experts, in particular Michael Smith, a professor of education at the University of Wisconsin at Madison.

It notes that the creation of standardized national achievement tests—which would assess a core of knowledge in science, English, social studies, mathematics, reading, and writing and would be developed by the council in cooperation with testing organi-

Continued on Page 16

Advanced-Placement Programs Lifted on Rising Tide of Reforms

By Lynn Olson

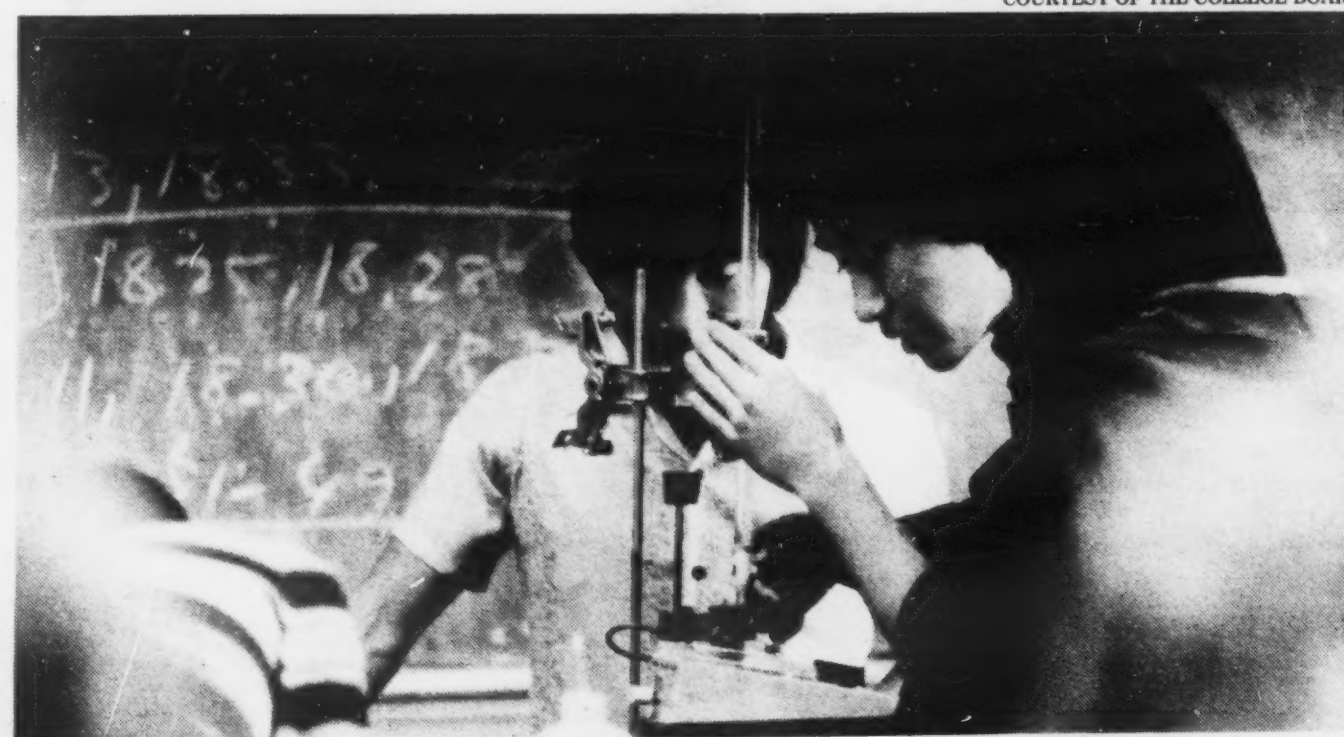
Swept along by the national reform movement, the College Board's Advanced Placement program has experienced the largest annual increase in student participation in its 29-year history, according to George Hanford, the board's president.

South Carolina, in fact, has enacted legislation requiring schools to offer A.P. programs and several states have allocated hundreds of thousands of dollars to reward participating schools and pay for the A.P. examinations taken by their students.

In the past two years, for example, the state legislatures in Florida, South Carolina, and Utah have included strong financial incentives for schools to participate in the program. For this school year, they have invested \$820,000, \$669,000, and \$700,500, respectively, in the program. (See related story on page 14.)

Last year alone, the A.P. program grew by a record 13.5 percent, adding 446 schools and 19,433 students, according to Mr. Hanford.

As a result of the dramatic growth, the College Board, which was losing money on the program through 1980, last year netted \$7 per test, or a total of about \$1.7 million, according to Harlan P. Hanson, director of the Advanced Placement program. Mr.



A group of students at San Francisco's prestigious Lowell High School spend time working on a science project in their advanced-placement class.

Hanson said the money goes to support College Board activities, such as research, that do not produce income.

In a statement to the press released last week, Mr. Hanford attributed the program's growth in part to the national drive for educational improvement.

He also said that "in response to requests from educators," the board will publish an-

Continued on Page 14

Change of Address

Education Week will move its editorial offices on Dec. 7. Effective Dec. 8, the new address will be: Suite 775, 1255 23rd Street, N.W., Washington, D.C. 20037. The telephone numbers will remain the same.

IN SUMMARY

Bidding for a New Role

The Council of Chief State School Officers wants to exert a major influence on NCATE, the voluntary organization that accredits many of the nation's education schools. **Story on Page 5.**

Reality Behind the Rhetoric

Despite Congressional concern over equal access, most districts, a study has found, have been permitting student religious groups to meet on campus and have policies on the matter. **Story on Page 6.**

Recouping Losses

The New York school districts that lost \$40 million last spring when an investment firm went bankrupt have settled for \$17.5 million and are pressing a suit for more. **Story on Page 6.**

Reform in Minnesota

A group of business leaders is recommending a restructuring of the state's public schools, including a system that permits juniors and seniors to choose the school they will attend. **Story on Page 8.**

A Successful Appeal in Alabama

A federal appeals court has ruled that public-school teachers may send their children to private schools, despite a school-board policy forbidding them to do so. **Story on Page 8.**

'Campaign for Excellence'

Georgia's Governor has pledged to make an all-out effort to enact recommendations calling for a major overhaul of the state's educational system. **Story on Page 9.**

A Question of Ownership

The U. S. Education Department's auditor is contesting the transfer of government property to centers and laboratories conducting research and projects for the N.I.E. **Story on Page 10.**

Mandate II

The Heritage Foundation, which influenced the Reagan Administration's education policy with its publication of *Mandate for Leadership* in 1981, is readying a sequel. **Story on Page 10.**

Colleges Column	12	Grants	19
Commentary	17 and 24	In Federal Agencies	10
Databank	12	In the Press	17
Deadlines	20	Letters	17
Events	19	Marketplace	21
Federal File	11	New in Print	18

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THE WEEK

NATIONAL

South Fayette, Pa., Teachers Out Again; Other Strikes Settled

About 75 teachers in the South Fayette (Pa.) School District walked off the job last week, beginning the second teacher strike of the school year there.

The teachers had been on strike for six weeks, but settled on Oct. 4 when negotiators reached a tentative agreement.

Following the agreement, teachers voted unanimously to reject a proposed \$2,400 increase in teacher salaries that did not provide increases for first-year teachers, said Regis Brentin, president of the South Fayette Education Association, an affiliate of the National Education Association.

Although another strike in Pennsylvania continued in Crestwood, in the Beaver, Big Beaver Falls, Jersey Shore, Laurel, and Wilkes-Barre school districts, strikes have been settled.

Last week, teachers in Washington, Ohio, also were back on the job after ending a four-week strike affecting nearly 500 teachers and 8,000 students. It had been the only

teacher strike in that state this school year.

Although the tense situation in Chicago still had school and union officials concerned, there were no teacher strikes in Illinois as of late last week. Teachers in Knoxville returned to their classrooms on Nov. 1, and other strikes in the Mattoon School District and Blue Island ended last month.

A strike in Michigan ended early this month when teachers went back to work in Pickens.

And following a six-week strike, 10 teachers went back to work Nov. 5 in New Haven, Conn. Strikes also have been settled in Gonzales, Benicia, and San Ramon Valley, Calif., and in Twin Falls, Idaho.

STATES

Reports Outline Spending Gaps in Connecticut Districts

Wealthy school districts in Connecticut typically spent \$1,227 more per student than poorer ones during the 1981-82 school year, according to a recent state report.

Prepared for the Connecticut Educational Equity Study Committee, the six-page report revealed that 11 "typically high-spending" districts spent \$3,215 per student, while 11 lower-spending ones allocated \$1,988 per student, said Lise M. Heintz, a spokesman for the state's department of education.

The spending gap showed in lower student-to-teacher ratios and higher teacher salaries in the wealthier districts. The higher-spending districts also spent more on fringe benefits, support staff, and maintenance, repairs, and property insurance, according to Ms. Heintz.

She added that this report does not indicate that the high-spending districts provide a better education for their students.

In a companion report prepared for the equity committee, researchers found that the spending gap between the wealthiest and poorest districts increased between 1977 and 1981. Spending per pupil in the wealthiest districts increased 96 percent, while spending by the districts that spent the least increased by 68 percent during these four

years, according to the findings of the report.

The reports, prepared by education-department staff members, are being studied by the educational equity committee, which is expected to make recommendations to the state board of education and the legislature early next year, Ms. Heintz said.

The equity committee was established by the state legislature in 1980.

Coalition Reports On Absenteeism And Dropout Rates

Ohio students missed a total of 22 million school days in the 1982-83 school year, according to the report of an Ohio citizens' group.

The state's average attendance rate for the year was 93.4 percent, or slightly under the 95-percent rate that would reflect legitimate absences—suggesting, the report said, that at least 5.5 million days were lost in unexcused absences. And some districts had significantly higher absenteeism rates at the secondary level, according to the report.

The Citizens Council for Ohio Schools also found that 23,473 students dropped out of grades 7 through 12 in the same year, but its report notes that the overall 2.6-percent dropout rate was an improvement over the 3.7-percent rate of the late 1970's. In some districts, however, the rate was as high as 12 percent for the year, according to the council.

In an analysis of suspension data

from 1979 to 1980, the council found wide variation in rates among districts, from an average of 6.1 percent statewide to rates as high as 21 percent in some districts. And in some districts, the report notes, "minority students were suspended far more than their white peers."

The council's report was released this month in an effort to boost citizen involvement in school districts' efforts to keep more students in school.

Funded by a grant from the Carnegie Corporation of New York, the report examines data on absenteeism and on dropout, suspension, and expulsion rates in Ohio school districts.

The report recommends that districts rely less heavily on "negative sanctions," such as reducing grades or suspending students, as punishment for absenteeism; use better forms of record-keeping to determine why students are out of school; and identify and intervene at an early stage in situations that indicate students are likely to drop out of school.

Texans Who Support Reforms Also Favor State Lawmakers

Most of the 1,020 Texans surveyed in a recent statewide poll said they agreed with the state's new education reforms, and those who said they supported the changes rated Gov. Mark White and the state legislature higher than did those who opposed the reforms.

According to the latest Texas Poll, a quarterly public-opinion survey sponsored by the newspaper chain Harte-Hanks Communications Inc. and conducted by the *Bryan-College Station Eagle* and Texas A & M University, 53 percent of the respondents said they approved of the school reforms that were signed into law by Governor White this year on July 13.

Asked their opinion of the job Governor White has done, 43 percent of the respondents rated his performance as excellent or good and 47 percent gave him a fair or poor rating, said David G. Mays,

Competent Amateur Photographers Wanted

Education Week is looking for first-rate, black-and-white photographs depicting interesting and important news, events, and programs in schools. Contributors will receive a credit line and a payment of between \$10 and \$25 for each picture used.

Send photographs along with caption material, name, address, and telephone number to Beth Schlenoff, *Education Week*, 1333 New Hampshire Ave. N.W., Washington, D.C. 20036. 8" by 10" glossy prints are preferable, but not required. Please do not send slides. Materials will not be returned unless a self-addressed stamped envelope is included.

COLLEGES

One of the members of the U. S. Education Department's task force on undergraduate education warned recently that colleges and universities must take a long-range view of faculty development because they will have to hire as many as 500,000 new faculty members in the next 25 years.

That estimate represents virtually the entire professoriate of higher education.

"We will be founding our institutions anew," said Howard R. Bowen, professor of economics and education at the Claremont Graduate School. Although the largest surge in hiring will take place a decade or more from now, Mr. Bowen said, new faculty members will be needed annually before then. Moreover, he said, it is not too early to ponder the implications of future demand since it takes about a decade to produce a doctoral-degree holder.

The executive bodies of the National Collegiate Athletic Association agreed this month to postpone any action to revise Proposition 48, the controversial rule that will in 1986 require freshman athletes to meet higher academic standards to participate in Division I athletics.

Division I includes the N.C.A.A.'s largest intercollegiate-sports powers, principally state universities.

On the basis of concerns expressed by many college officials, including the presidents of historically black colleges, N.C.A.A. leaders had earlier considered asking their members to approve several modifications to the rule at their annual meeting in January. But Ted C. Tow, executive director of the N.C.A.A., said the association's leaders concurred that the proposals should be studied further.

Meanwhile, the association is awaiting the Kansas Supreme Court's decision in a suit, brought by local officials of the county in which the N.C.A.A. has its headquarters, that contends the group should not be exempt from local property taxes. The officials say the N.C.A.A. is not an educational institution under the terms of the state's tax laws. Should it lose the case, the N.C.A.A. would be liable for about \$60,000 in taxes and penalties.

College and university officials, who have been talking about enrollment declines for a decade and watching closely for them in recent years, this fall report these signs of changing demographics:

- Overall enrollment in American medical schools has dropped for the first time in 37 years—from 67,327 students last year to 67,016. And the number of entering medical students dropped this fall for the third year in a row, according to the Association of American Medical Colleges. Women's share of the enrollment, however, rose to 31.8 percent—from 24.3 percent in 1978-79.

- Law schools last year experienced their first enrollment decline since 1968, and applications for this fall were down as much as 20 percent in some instances, according to the Law School Admission Council. More than 80 percent of the institutions accredited by the American Bar Association reported a decrease in applications.

- Two-year colleges may experience their largest enrollment decline in more than 20 years this fall. Although national figures have not yet been compiled, some institutions have reported drops of more than 10 percent this fall, and officials of the American Association of Community and Junior Colleges are anticipating an overall decline of about 4 percent—despite growth at two-year institutions in some Sunbelt areas.

Some officials are saying that the pool of older, returning students that partially insulated the two-year institutions against the drop in the 18-to-22-year-old population is no longer as large.

State support for needy college students has jumped by an estimated 14 percent for this year, according to the preliminary results of a study by the National Association of State Scholarship and Grant Programs.

States will spend most of their student-aid funds, or about \$1.2 billion, on need-based grants and scholarships for undergraduates, the study predicts. The states spent some \$1 billion on such programs last year. Since 1978, according to the study, the average growth in state aid programs has been about 10 percent annually until this year.

The Ford Foundation has selected five urban community colleges to participate in a \$1-million program intended to help students at such schools transfer to four-year institutions.

The five recipients were selected as having the strongest transfer programs from a group of 24 institutions that initially shared \$600,000 in Ford grants to improve their support services for students. The original grants were to be used for counseling, identifying potential transfer students, and strengthening the curriculum in ways that would aid such students.

The participating schools include La Guardia Community College, New York City; Community College of Philadelphia; Miami Dade Community College; South Mountain Community College, Phoenix; and Cuyahoga Community College, Cleveland.

A young electronics expert who spent three years studying how to capture television signals from the Soviet Union has helped Columbia University establish the first such campus-based monitoring system in this country. The first Russian television images received this fall included interviews with steel workers and a wheat farmer, and views of dancers and bicyclists in a gym.

Columbia officials report that students and scholars in its Russian studies program have been coming in early and staying late to see the some 15 hours of live programs from Moscow that are received daily.

The University of California at Los Angeles has become the first institution in the California university system to establish an interdisciplinary center for the study of women and issues related to women.

DATABANK

The Class of 1980, Two Years Later

As of two years after their graduation, some 63 percent of the members of the senior class of 1980 had enrolled in some sort of postsecondary training; another 8 percent, however, were unemployed.

Those are among the findings of the first follow-up survey by the National Center for Education Statistics in its major longitudinal study of high-school students, "High School and Beyond."

The follow-up survey for the national study of 58,000 students involved about 12,000 seniors out of the original 28,000. A similar follow-up survey of those who were sophomores in 1980 will be released next month.

Of the 1980 seniors in some kind of postsecondary institution, 35 percent attended a four-year college, 25 percent a two-year college, and 8 percent, a vocational or technical school. The percentages were just about even for men and women, the study noted.

Some 75 percent of the 1980 seniors who had entered a four-year college by June 1981 stayed in the same college through February 1982, while 15 percent transferred and 10 percent withdrew, according

to the follow-up data. Students from low-income backgrounds were less likely than students from high-income backgrounds to enter a four-year college and more likely to withdraw once enrolled, the survey noted.

More men entered the engineering, physical sciences, or mathematics fields, while more women entered the traditionally female-dominated fields of health and education. Education attracted only about 5 percent of the seniors from the top quartile, while 12 percent from the bottom quartile went into that field; a similar pattern characterized the business field, where 21 percent from the top quartile entered the major, compared with 32 percent from the bottom quartile.

The survey also found that 40 percent of the students from the Northeast entered four-year colleges, compared with 26 percent of those in the West; 38 percent of the students in the West entered two-year colleges, compared with 20 to 23 percent in other regions of the nation.

For those graduates who sought jobs rather than college, "the high unemployment rate was a major

problem," the report noted. "[T]he 1980 graduate experienced fierce competition from a large pool of slightly older adults during a period of limited job opportunities."

The study found that the unemployment rate for 1980 seniors started out at 18 percent in June 1980 but "dropped quickly to 8 percent that fall and remained fairly constant at the 7-to-9-percent level through February 1982."

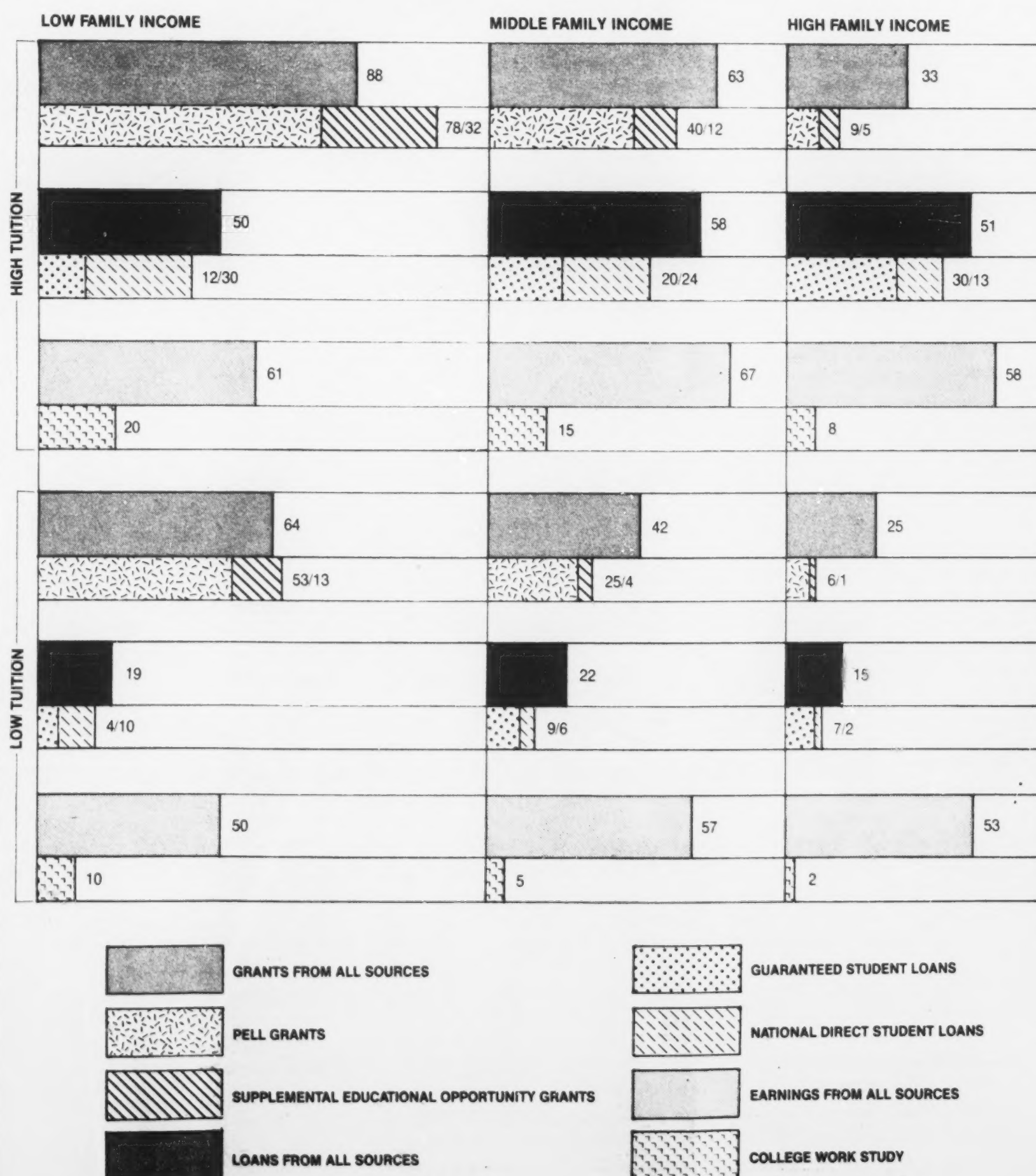
On the average, "1980 seniors felt better about themselves in the spring of 1982 than they did when they were high-school seniors," the survey showed. There was a major shift toward "placing a higher value on family goals," and some 16 percent of the women and 8 percent of the men had married.

The study also found that there was a "growth in interest in correcting social and economic inequalities," but the respondents' "desire to be a community leader" decreased somewhat, as did their "concern with having lots of money."

The National Center for Education Statistics plans to release a follow-up study of the 1980 sophomores and seniors every two years for the next 10 years.

—A.T.

Percentage of 1980 Seniors Participating in Postsecondary Education Who Received Financial Aid



Percentages of 1980 Seniors Who Had Entered Postsecondary Education: February 1982

Characteristics	Total ¹	4-year college	2-year college	Vocational/technical institutions
All persons	63	35 ²	25 ³	8 ⁴
Sex:				
Male	59	34	23	6
Female	66	36	26	9
Racial/ethnic group:				
Hispanic	52	20	28	9
Black	60	33	20	11
White	64	37	25	7
Asian American	86	51	37	4
American Indian	53	20	22	14
Socioeconomic status (SES):				
High	86	61	27	5
Middle	63	32	27	8
Low	46	19	20	9
Cognitive test performance:				
High	88	69	21	4
Middle	65	33	30	8
Low	40	11	20	11
High-school program:				
Academic	86	64	24	5
General	55	24	27	9
Vocational/technical	44	11	25	11
Region:				
Northeast	63	40	20	8
South	59	34	22	7
North Central	64	38	23	9
West	66	26	38	8

¹Sum of details can exceed totals because some respondents entered more than one type of institution.
²Of these, 31 percent were immediate entry, i.e. by October 1980.
³Of these, 18 percent were immediate entry.
⁴Of these, 5 percent were immediate entry.

Percentages of 1980 Seniors in Specified Activities: October 1980 and October 1981

Activity ¹	Males		Females	
	October 1980	October 1981	October 1980	October 1981
Participation in postsecondary education:				
Four-year college	30	29	32	31
Two-year college	16	16	18	16
Vocational/technical and other	3	3	5	4
Participation in labor force:				
Full-time employment ²	45	49	33	38
Part-time employment	21	20	28	28
Unemployed and looking for work	8	8	12	10
On-the-job or other training:	4	5	4	5
Military service	4	6	1	1
Homemaking (no other job)	—	0	—	6
Taking a break from work and/or school	—	2	—	2

¹Persons could be participating in more than one activity at the same time.
²Full-time employment means working 34 or more hours per week.
 Note: — Indicates information is not available.

Percentage of 1980 Male Seniors Who Entered Military Service

HISPANIC	6.5
BLACK	12.1
WHITE	6.4
ASIAN AMERICAN	4.1
AMERICAN INDIAN	9.7
SOCIOECONOMIC STATUS	
HIGH	3.6
MIDDLE	7.3
LOW	9.5
COGNITIVE TEST PERFORMANCE	
HIGH	4.8
MIDDLE	7.9
LOW	8.8

Percentage of 1980 High School Seniors Ever Married and with Children, Spring 1982

EVER MARRIED		WITH CHILDREN	
16.8	7.3	HISPANIC	9.6
12.4	6.3	BLACK	15.3
15.5	5.1	WHITE	4.3
11.4	5.0	ASIAN AMERICAN	1.8
18.8	11.8	AMERICAN INDIAN	10.8
18.2	10.7	SOCIOECONOMIC STATUS	
13.1	2.6	LOW	2.5
14.1	5.3	MIDDLE	4.6
10.7	7.8	HIGH	11.2
16.3	12.2	COGNITIVE TEST PERFORMANCE	
		LOW	1.6
		MIDDLE	4.3
		HIGH	12.4
		ACTIVITY	
		WORKING	4.7
		COLLEGE	1.3
		MILITARY	4.7
		VOC./TECH. ED. TRAINING	4.2
		LAYOFF/LOOKING FOR WORK	9.2
		SEX	
		MALE	3.3
		FEMALE	8.3
		TOTAL	5.9

Employment and Earnings of 1980 Seniors, February 1982

PERCENT OF ALL 1980 SENIORS EMPLOYED		MEAN HOURLY EARNINGS	
68		TOTAL	\$4.99
		STUDENT STATUS:	
76		NON-STUDENT	\$5.15
83		PART-TIME STUDENTS	\$5.09
56		FULL-TIME STUDENTS	\$4.71
		SEX:	
71		MALE	\$5.31
65		FEMALE	\$4.67
		HIGH-SCHOOL CURRICULUM:	
61		ACADEMIC	\$4.89
71		GENERAL	\$4.94
74		VOCATIONAL	\$5.13
		URBANIZATION:	
67		URBAN	\$5.07
70		SUBURBAN	\$5.06
66		RURAL	\$4.80

Percentages of College Students in Specified Fields of Study, February 1982

Field of study	Cognitive test performance			High-school program			Vocational, technical		
	All Students	Male	Female	High	Middle	Low	Academic	General	Vocational, technical
All fields	100 ¹	100	100	100	100	100	100	100	100
Arts & sciences:									
Humanities, fine arts ²	7	7	7	8	6	5	7	7	5
Biological sciences	3	3	2	3	2	2	3	1	1
Physical sciences, mathematics	3	5	2	6	2	1	4	3	1
Social sciences	6	5	6	7	5	8	7	5	5
Other arts & sciences ³	5	5	5	6	5	7	5	5	4
Applied fields:									
Business	27	29	26	21	31	32	23	31	40
Education	8	3	13	5	10	12	7	11	5
Engineering	10	18	3	16	7	4	12	6	10
Computer science	5	6	5	5	6	6	6	4	5
Health	7	2	12	5	8	8	7	6	7
Pre-professional	4	5	4	6	4	3	5	4	2
Other applied fields ⁴	8	7	8	6	10	6	7	10	10
Other fields ⁵ :	6	6	6	6	6	8	6	7	6

¹Details may not add to 100 because of rounding.
²Includes: art, English, ethnic studies, foreign languages, interdisciplinary studies, music, philosophy, and religion.
³Includes architecture and psychology.
⁴Includes agriculture, communications, and home economics.
⁵Includes all other fields that were not classified.

Source: National Center for Education Statistics.